

STEP

# Chapter 1

## Section 1

# Sex offender Treatment and Education Program



# **Sex offender Treatment and Education Program**

Pendleton Juvenile Correctional Facility

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*Section I*  
**Sexual Deviance**

**A. OFFENSE DESCRIPTION**

This section of the program will focus on the individual's complete sexual offense history and victim list – types of offenses, number of victims, types of abuses, and frequency of abuses.

**PROGRAM MATERIALS**

1. Individuals will complete chapters 3-5 of the Pathways Workbook
  - A. Chapter 3 - Disclosing (How Do I Explain What I Have Done)
  - B. Chapter 4 – Learning About Victims
  - C. Chapter 5 – Why Did I Do It
2. Complete Offense Description Worksheet (Hand Out 1)

## CHAPTER THREE

# DISCLOSING: HOW DO I EXPLAIN WHAT I'VE DONE?

Since you're reading this book, you've either told someone about your harmful sexual activity or been caught. Someone besides the person you abused knows at least some of what you did. But now is the time to get honest about what you did and how you felt before, during, and after your offense. You need to tell your treatment group and your counselor, since they've made a commitment to support you in your treatment process. After that, you will have to decide who else you will tell about your sexual behavior, and what you will say.

You will be tempted to lie, avoid the truth, and leave out details when you talk about your sexual behavior to your group, your counselor, your parents or foster parents, your lawyer, the judge, and/or your probation or parole officer, among other people. You may also try to blame your behavior on other people or events. These urges are part of "denial," a stage that many offenders go through. The sooner you get through your initial stage of denial, the sooner your treatment can get underway. Treatment cannot really start until your counselor knows about all of your sexual behavior. If you lie to your counselor or leave out important details, he or she won't be able to give you the help you need and deserve. When you lie, you destroy any trust and respect you might have built up.

The answer to feeling tempted to lie is first, to make a commitment, a promise, to yourself that you will never lie to your counselor or your treatment group about your sexual behavior—or anything else. Your treatment program may have asked you to sign a written contract promising to tell the truth before starting treatment. If you signed the contract, make sure you live up to it.

Next, teach yourself to say, "I'm not ready to talk about that yet, can we come back to it later?" Talking about sexual matters is not easy, and talking about the details of a sexual offense is even harder. No matter how sincere you are, you will be tempted to lie about your sexual behavior! By teaching yourself to say you are not ready to talk about it, you are learning assertiveness skills, building trust by not lying, and starting the process of being honest about all parts of your life. **But if you use this statement as a wall to hide behind, it's just the same as lying.**

It takes a strong, intelligent, courageous person to face up to a problem like sexual offending. Anybody can avoid problems, hide the truth, run away, or blame somebody else. Many teenagers just like you have the guts and strength to face their mistakes, swallow their pride, and avoid lying during the disclosure process. If you are able to learn this now, before you have added to your mistakes by distorting the truth or denying your offenses, then you will be making good progress in treatment. Yes, this is treatment: admitting and understanding the whole problem is the only way treatment will work. If you hide the truth and try to show only the "good side" of you, then you will never really get the help you need and deserve.

Almost every sex offender initially denies some part of his/her sexual offenses. Denial serves some important purposes for sex offenders, since so many deny their offenses. Reasons why sex offenders deny their offenses include:

### Why I Might Want To Deny My Sexual Offenses

- "I'm afraid my parents will kick me out."
- "But I'll get in so much trouble!"
- "This is so embarrassing!"
- "I can't talk about—uh—you know—uh, sex."
- "If my boss finds out she'll fire me!"
- "None of my friends will talk to me if they know. They'll think I'm weird."
- "I'll have a record if I admit this—what if I want to go to college or join the army?"
- "People will look down on me."
- "But my lawyer said not to—it'll hurt my court case."
- "I won't be able to look at myself in the mirror."
- "People will call me a pervert."
- "If the others in detention find out, they'll beat me up."
- "I don't have to tell—my folks believe me when I say it never happened."

**Assignment #3-A: Denial.** Now list your reasons for wanting to deny the full extent of your sexual behavior. Some of your reasons may be the same as the ones listed above, but think of as many other reasons as possible that apply to you:

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While there are many reasons for denying sexual offenses, there are better reasons for telling the whole truth about your sexual behavior. Below are some reasons sex offenders decide to tell the whole truth about their sexual behavior:

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Now compare your "denial" list with your "truth" list. If your denial list is longer than your truth list, you probably won't be able to tell the whole truth about your sexual behavior right now. You will need to work with your counselor and treatment group to eliminate some of the reasons on your denial list and add some reasons to your truth list.

Sometimes it helps to think of denial as a series of stages or roadblocks you go through. Below are three stages of denial:

- Stage 1: Denial of the event ("I wasn't there, she is lying, it was someone else, nothing happened, I'm being framed").
- Stage 2: Denial of responsibility ("I was drunk, I didn't know what I was doing, she wanted it, I was just going along with my friends").
- Stage 3: Denial of the continuing problem ("Now that I know it's wrong it won't happen again, it's in my past, I'm cured, it was a one-time thing").

To get over your denial you must admit that you committed your offenses, that it was a choice you made, and that you will be tempted to offend again even after treatment. If you can make it to this point you will be well on your way toward beginning the treatment process.

"Denial" is one type of "thinking error"—a mistaken belief that influences your behavior. Thinking errors are the little messages running through the back of your mind that make it seem okay to commit your offenses. Any time you make excuses for your offense, blame someone else, or suggest that what you did wasn't wrong, you're using a thinking error.<sup>1</sup>

## THINKING ERRORS

Like most sex offenders, you probably use different thinking errors that contribute to your sexual offending. A thinking error is "a thought or statement which minimizes, rationalizes, justifies, excuses, or denies the true extent of a problem, feeling, or behavior." Words such as "only," "just," "never," "always," or "but" are clues that you may be using a thinking error. Below is a list of common thinking errors developed by sexual offenders based on actual statements they made during disclosure and/or treatment:

But it wasn't my fault!  
It was never planned.  
I didn't mean to do it!  
I just wanted to experiment.  
I only did it once.  
I almost penetrated.  
I only touched her.  
My victim didn't cry.  
It was an accident.  
The same thing happened to me.

But I didn't hurt her.  
She wanted it.  
I only fondled him.  
I wasn't thinking at the time.  
I only had intercourse once.  
I was just playing around.  
I didn't penetrate.  
It wasn't very violent.  
It just happened.  
I was set up.

<sup>1</sup>"Thinking errors" were first described by Samuel Yochelson & Stanton Samenow (1976-77). *The Criminal Personality*, Vol. I & II. Dunmore, PA: Jason Aronson, Inc.

I tried not to threaten him.

Maybe I did something like that.

It won't happen again.

I used some force.

I was only joking.

I don't know.

She didn't say no.

I just wanted to feel good.

These are the kinds of thinking errors you use to prevent yourself from making a full, open, and honest disclosure of your sexual offenses. You use thinking errors to ignore people's feelings and your own responsibility. Thinking errors help you pretend that what you do doesn't matter, doesn't hurt anybody, or that you have a right to do it no matter who gets hurt. To stay offense-free in the future, you will have to look at and change *all* of your thinking errors.

**Assignment #3-C: My Thinking Errors.** Write down all the thinking errors you have used since you started your offending. Include your thoughts that helped you justify or excuse your offending behavior. Be specific: for example, "I told myself she is too young to tell anybody," "I thought I would just do it once," or "I saw my dad do it so I thought it was okay."

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When you are asked to tell something about your sexual offenses, you might think, "I can handle this on my own, nobody really needs to know." But you'd be seriously wrong about that. It's another thinking error, a stage of denial. Almost every sex offender says this at some time or another, but unfortunately, too many continue their offending patterns. Consider these comments from Richard, an adult sex offender who started offending as a teenager, and only recently began treatment:

As a 42-year-old sex offender, finally in treatment, I can only say why didn't I put myself in treatment 30 years and 300-plus victims ago? Treatment for me means my one last gasp to be a man instead of a monster. If you are a teenager and reading this, look in a mirror and check your heart. Are you being honest with yourself? Do you need help? Do you like what you see and feel? If not, or even if you are confused and you are a sex offender of any kind, do yourself and those who love and care for you a big favor—get into treatment. Don't let your sexual problems and hang-ups rule your life. Reach out and get some help now

while you're young and most of your life can be put to good use. Please don't be like me and years from now look back on all kinds of heartache and victims—having to cry, wishing you could go back...you can't. But you can start now. Unlike me, you have a chance to change early in life and save yourself a lot of embarrassment, heartaches, and to have a victim-free life from this, the first day of your accountability. Good luck!

**Or listen to what Lewis, another adult sex offender, has to say:**

I cannot count the times I have said, "I can handle this, I don't need help and besides, who would I talk to?" I started early in life and was always sexually active before others my age. I played games as innocent as house, doctor, and others that I could throw a small twist in—sexual contact. I found as many victims as I could during that time because somehow I knew I could not be punished back then. I carried the burden of being a sexual offender for many, many years. As I became a teenager I found many ways to release my sexual frustrations. I kept my offending to myself so my family and friends were in a state of shock when I was finally caught 28 years later. I have spent 9 years of my life in prison and I have found many others like myself who were unable or unwilling to get any kind of treatment. I am finally in treatment now, and it is a part of my life that gives me hope that I will not reoffend again. In short, accept one fact—you are an offender. Now learn to live a life that is healthy and doesn't hurt others. Good luck!

## Complete Disclosure

Now it's your turn! Complete disclosure means telling someone else about all of your problem sexual behaviors. It's the difference between "being caught" and "being honest," and it is never an easy or comfortable task. The third assignment for this chapter is a fill-in-the-blanks exercise to help you begin to sort out the details of all of your sexual behavior. **Only write down things that are absolutely true.** If you have not been caught for all of your offenses, it is okay to use only your victims' first names. For now, the most important thing is for you to be honest with yourself, your counselor, and/or your treatment group about the full extent of your sexual behavior.

To get the help you really need, you have to be honest about all of your sexual behavior. Because you could be prosecuted for any offenses officials are not yet aware of, you may list only the *first* name and age of your victims. Reporting undisclosed victims is considered a positive treatment step; it means you are making progress and are beginning to show that you care about other people. The important thing is for you to begin opening up and talking to your counselor, treatment group, parents, foster parents, or guardian about your sexually abusive behavior.

**Assignment #3-D: Who I Hurt.** Fill out the list below with each of your victim's names, your relationship with each victim, your victims' ages and your age when you started the abuse. Include all of your victims, not just ones you got caught for.

Victim's Name	Relationship	Victim's Age	My Age

*If you need more space, use a separate piece of paper.*

Below is a list describing different sexual behaviors. Some, but not all, are illegal. Whether or not they are illegal, it is *wrong for anyone* to use their power, age, or knowledge to force, bribe, trick, or pressure anyone into sexual contact, especially when they are smaller, weaker, or less capable.

**Vaginal Penetration:** Putting your penis, finger, or other object in a female's vagina. It is penetration even if your penis, finger, or object did not go all the way in—any attempt qualifies as penetration.

**Anal Penetration:** Putting your penis, finger, or other object in the anus (bottom) of another person.

**Oral Intercourse or Oral Sexual Contact:** Putting your mouth (lips, tongue) on the genital or anal area of another person, or having them do it to you.

**Fellatio:** Oral contact with a male's penis.

**Cunnilingus:** Oral contact with a female's vagina or clitoris.

**Fondling:** Touching a person's private parts (breasts, genitals, anus, or other body part) with your hands. Make sure you specify whether it was on top of or underneath the victim's clothes.

**Masturbation:** Rubbing the penis, clitoris, or vagina of your victim, or having your victim rub your penis, clitoris, or vagina.

**Exposure:** Showing your genitals (for girls, includes the breasts) to your victim (flashing or mooning), or masturbating in front of your victim.

**Obscene Phone Calls:** Calling someone on the telephone without telling who you are and saying sexual things without their consent.

**Peeping or Voyeurism:** Spying on or looking at someone when they are in a private place (such as their own home or a public bathroom stall).

**Frottage:** Rubbing up against or touching someone for your own sexual pleasure while you are in a public place. Usually, it is done in a crowded place (an elevator, bus, or subway, for example) so that the victim will think the contact is accidental.

**Assignment #3-E: What I Did.** In the space below, describe exactly what you did with each victim. Include the total number of incidents and a description of your sexual behaviors.

Victims' Names	Total # of Incidents	What I Did

*If you need more space, use a separate piece of paper.*

**Assignment #3-F: How I Did It.** In the space below, describe how you got each of the victims to go along with your sexual behavior. Include all bribes, threats, force, promises, stories, etc.

**Victim's Name**

**How I Got Him/Her to Go Along With Me**

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**Assignment #3-G: Victim Reactions.** Think about how each of your victims reacted to your sexual offenses. Describe exactly what each of your victims said or did while you were committing your offenses. Describe how their faces looked and how they held their bodies.

**Victim's Name**

**Victim's Reaction During Offenses**

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**Assignment 3-H: Victim's Feelings.** In the exercise above you described the behavioral reactions of your victims; this assignment is about their feelings. In the space below write how you think your victims actually felt during your offenses. Some possible examples are scared, confused, or loved.

**Victim's  
Name**

**Feelings  
Before**

**Feelings  
During**

**Feelings  
After**

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**Assignment #3-I: Planning My Offenses.** When sex offenders plan and think about their offenses ahead of time (as almost all sex offenders do), it's called "fantasizing." Sometimes offenders masturbate while fantasizing, sometimes they don't. In this assignment, list your plans for your offenses, including all thoughts of offending. When did you first think of offending? Where were you? How often did you have these thoughts before committing your offense: hourly? daily? weekly? monthly? How did your fantasies and planning thoughts change after your offense? Explain how far in advance you planned your offenses (if you have many offenses, estimate the best you can). **Keep this assignment!** It will help you when you work on understanding your cycle in Chapter Seven.

Victim's Name

My Planning

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**Assignment #3-I: Getting Caught.** Describe how you got caught for your offenses. Where were you and who was with you when you got caught? Who told? Who did they tell? Were the police called?

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**Assignment #3-K: Who Is Responsible?** In the space below, list the name of each of your victims, how much responsibility for your sexual offenses against that victim belongs to you (0 means none, 100% means all), who else is responsible, and why.

Victim's Name	Who is Responsible		Why
	% Me	Who else	

*If you need more space, use a separate piece of paper.*

**Assignment #3-L: Future Effects.** List the names of each of your victims and what long-lasting effects your sexual offenses might have on them. Be specific.

Victim's Name	Effects of My Offense

*If you need more space, use a separate piece of paper.*

**Assignment #3-M: Friends & Family.** Explain how the important people in your life reacted when they found out about your sexual offenses. List what you think they were feeling as well as what they said or did.

Mother: \_\_\_\_\_

\_\_\_\_\_

Father: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Brothers & Sisters: \_\_\_\_\_

\_\_\_\_\_

Other Relatives: \_\_\_\_\_

\_\_\_\_\_

Friends: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*If you need more space, use a separate piece of paper.*

**Assignment #3-N: Getting Honest.** On a scale of 0 to 100%, how honest have you been with others about your sexual offenses (0 means you haven't been honest about anything, 100% means you've been completely honest about everything).

\_\_\_\_\_ %

**List all of the people to whom you have told the whole truth about all of your sexual offenses.**

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\_\_\_\_\_

*If you need more space, use a separate piece of paper.*

**List all of the people you have lied to in one way or another (avoiding the truth, not telling everything) about the full extent of your sexual behavior.**

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**Assignment #3-P:** Describe how and where you learned about sex when you were younger (include X-rated movies, magazines, books, school, watching others, telephone "sex lines," etc.).

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**Assignment #3-Q:** Describe any and all sexual experiences you have had with anyone older than you, including incidents you consider mutual as well as nonconsenting.

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**Assignment #3-R:** List the sexual experience that you are most embarrassed and ashamed about (sex with animals, masturbating with women's underwear, molesting young children, etc.).

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**Assignment #3-S:** Who else in your family has been in trouble for their sexual behavior (include grandparents, uncles, etc.)? Describe what they did that got them into trouble:

**Person's First Name**

**What He/She Did**

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**Assignment #3-T:** Who among your friends, relatives, or acquaintances do you personally know has been sexually abused (besides your victims)?

First Name	Relationship

*If you need more space, use a separate piece of paper.*

**Assignment #3-U:** List everybody you have ever had any sexual contact with (including all your victims). Start with your first contact and go in order through your most recent sexual encounter.

Name	My Age	His/Her Age	Sexual Activities

*If you need more space, use a separate piece of paper.*

Okay, you've finished for now. If you were able to answer all of the questions you did a great job! The answers you've given on these assignments will help you answer most of the hard questions that your counselor or treatment group will ask.

## CHAPTER FOUR

# LEARNING ABOUT VICTIMS

One of the most important goals of treatment is to learn how your sexual offenses have affected the lives of the people you abused. First, let's look at some of the common myths about victims of sexual abuse. A *myth* is a belief some people have that is not true. Here are some myths and truths about sexual abuse:

**Myth #1:** Children are only harmed when offenders use force to make them have sex with them.

**Truth #1:** Children can suffer lots of different kinds of harm, including fear, embarrassment, shame, guilt, and rejection by others. Sometimes physical pain goes away quickly, while emotional pain can stay a long time.

**Myth #2:** Children often lie by making up stories of sexual abuse.

**Truth #2:** Cases of children lying about sexual abuse are rare. Research has shown, however, that most sex offenders lie about their offenses and may try to blame their victims.

**Myth #3:** A sexual act is rape only if the person tries to fight back the entire time.

**Truth #3:** A sexual act is rape anytime a person has sex with another person without his/her consent. Many victims choose not to fight back because they are afraid of being hurt or because the offender is bigger or stronger or has threatened him or her in some way.

**Myth #4:** Very young children can decide for themselves about having sex.

**Truth #4:** Our society has established the age of 16 as the age of consent in most states and provinces. Very young children, especially, are easy to take advantage of and don't have enough experience or knowledge to make decisions about sexual relations.

**Myth #5:** If a child doesn't tell about having sex, then he/she liked it.

**Truth #5:** Children don't tell because of fear, embarrassment, shame, wanting to protect parents, or for many other reasons. Not telling does not mean that a child "liked" the abuse, or that a peer or adult "liked" being raped, spied on, or flashed.

**Myth #6:** Some people are so shy about asking for sex that they really want you to force sex on them.

**Truth #6:** Nobody wants to have sex forced on them, shy or not.

**Myth #7:** If someone stares at my private parts while I'm exposing them, it means the person likes it.

**Truth #7:** Sometimes people stare because they are surprised, shocked, afraid, confused, or embarrassed. It does not mean liking it.

**Myth #8:** Sexually hurting someone is okay in some situations.

**Truth #8:** Though horror movies may show such scenes, in real life, this behavior is *never* acceptable.

**Myth #9:** If I just look through the windows at somebody, it can't hurt them.

**Truth #9:** Seeing someone outside a window can be terrifying, and can cause a person to be afraid, worried, anxious, and concerned. This type of emotional violation can be a terrible experience.

**Myth #10:** Most sex offenses are caused by the victim acting sexy around the offender.

**Truth #10:** Sex offenses are caused only by offenders, and no one else. Sex offenders often try to place blame and responsibility on the people they abused.

Now that you are beginning to understand some of the myths and truths about sexual abuse, it is important that you develop some understanding of the thoughts and feelings your victims might be experiencing. Below is a list of feelings that victims of sexual and/or physical abuse commonly experience.

### **Feelings of Abuse Victims**

1. Suspicious, unable to trust others
2. Afraid, unable to stand up for own opinion
3. Blames self for everything bad that happens
4. Feels guilty and ashamed even when there is no reason
5. Withdraws, doesn't want to spend time with others
6. Feels "different" from others
7. Feels hurt by others a lot of the time
8. Lonely, bored, and empty inside
9. Suicidal
10. Feels like a perfectionist, can't tolerate mistakes
11. Constantly feels sorry for self
12. Feels angry all the time
13. Closes off feelings, unable to tolerate emotional pain
14. Not caring about appearance
15. Feels out of control of life
16. Depressed and sad
17. Afraid of change
18. Feels trapped, like nobody understands
19. Feels stupid, less capable than others
20. Ashamed of sexual feelings

One way to learn about how victims feel is to think about some questions (below) they might want to ask you. They may not be able to ask these questions out loud because they're scared, shy, embarrassed, or for many other reasons. But one of the things you can do to begin helping your victim is to answer these questions for your victim and for yourself. Later in *Pathways* you will use this information to write letters to your victim(s).

## Questions Victims of Sexual Abuse May Ask

1. Why did you do those things to me?
2. Why did you pick me, what did I do?
3. Will you ever do those things to me again?
4. Have you done that to anyone else?
5. Are you getting counseling now?
6. How has counseling helped you?
7. Do you still love me?
8. If you loved me, why did you do this to me?
9. How will I know if you are about to hurt me again?
10. Should I trust you any more?
11. What can I do to protect myself if I feel you're about to do those things to me?
12. How do you feel about my telling on you and you getting into trouble?
13. Did anybody else know what you were doing when this was happening?
14. What would have happened if you hadn't have been caught?
15. Are you going to come home?
16. How will things be different when you come home?
17. Will my friends be safe after you come home?
18. Who needs to know about what you did?
19. Who knows now about what you did?
20. Tell me about your counseling.

Add any others you have been asked or have heard about:

21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_

The following exercise is designed to help you become more aware of what it is like to go through a sexual abuse experience. It starts with a relaxation exercise, then Donnie's little brother tells about when Donnie was abused. If you are not a good reader you may find it helpful to have your counselor read this exercise to you or to put it on tape and listen to it later.

### How to Relax

First of all, find a seat in a comfortable chair, where nobody will disturb you for a few minutes. Take several deep breaths and let the air out of your lungs slowly.

Now, picture in your mind a beautiful mountain meadow in the springtime. There is a small lake nearby and a gentle breeze is blowing through the tall trees surrounding the meadow. The ground is covered with lush green clover, and wildflowers color the green ground with speckles of red, orange, purple, and yellow. The sky is clear and the air is crisp and fresh, with just a hint of evergreen needles in the air. Breathe deeply and imagine being in the meadow, gently seated in the clover, enjoying the peace and serenity of the meadow. No one can bother you there, you are safe and happy.

### Donnie's Brother Remembers

Okay, you are now going to go back to when you were four years old. I want you to imagine living in a small house near the edge of town. Your mother works during the day because your dad left when you were younger. You have not yet started school, and you spend lots of time playing with your six-year-old brother, Donnie, and watching TV. Your favorite day of the week is Saturday when you and your brother get to watch cartoons all morning. You and Donnie live alone with your mother and since the house only has two bedrooms, you and your brother share one. Imagine what the room looks like, toys all over the floor and clothes hanging on the only chair in the room.

Your mom works for an insurance company and sometimes has to work late into the evening. Usually when she needs to work late she calls a neighbor girl, Jenny, who comes over and fixes sandwiches and stays to put you and Donnie to bed. On this day, though, Jenny has other plans and your mom has to find another babysitter. She calls another neighbor, Billy, and asks him to babysit. He has babysat a few times before and everything was okay. Billy sometimes played with the little kids in the neighborhood and even though he was sometimes mean, he was always nice to you and Donnie.

On this night, Billy comes over and you all have some cereal and milk, then you all watch TV. At seven o'clock Billy sends you to bed, which you don't like because normally you and Donnie go to bed at the same time. As you get ready for bed you realize that you really miss your mom and you wish she was there to say good night to you.

A few minutes after getting into your bed you remember that you haven't used the bathroom so you get up and go to the door of your room. You hear your brother's voice asking Billy what he is doing. You then hear Billy saying, "It's okay Donnie—I'll let you make popcorn if you play the game." Since you are a little worried and a little curious you quietly open the door and peek out into the TV room. Through the crack in the door you see Billy sitting next to Donnie with his arm on Donnie's leg. This seems kind of strange to you so you open the door a few inches more, and then you open it all the way and walk into the room toward the bathroom. When Billy sees you he gets really mad and tells you to go back and get into bed. You look at Billy and realize that Donnie looks tiny compared to him. He sounds really mean right now so you quickly go back to your own room. After closing the door, you stand there to listen if Billy is coming to check on you. You can feel your heart pounding, hoping that nothing happens. He doesn't come and you hear Donnie saying in the living room, "I don't want to play, Billy!"

A few minutes later, you hear him yell, "I'm going to tell my mommy!" You then hear Billy saying, "Be quiet, just do it." When you don't hear anything else you again quietly open the door and peek out. What you see really confuses you.

A while later Donnie comes into the room and you notice he has tears in his eyes. You ask, "What happened Donnie, did Billy hurt you?" Donnie says, "Not exactly," and then tells you he's not supposed to talk about it. You go to sleep wondering what happened in the living room, and wondering if Billy would ever do the same thing to you.

A while later Donnie comes into the room and you notice he has tears in his eyes. You ask, "What happened Donnie, did Billy hurt you?" Donnie says, "Not exactly," and then tells you he's not supposed to talk about it. You go to sleep wondering what happened in the living room, and wondering if Billy would ever do the same thing to you.

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**Assignment #4B: My Feelings.** List all of the feelings you think you would have had if you just experienced this situation.

[illegible]



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**Assignment #4-C: My Gut Reactions.** Describe your gut-level reaction to reading or listening to this story.

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## LEARNING ABOUT BOUNDARIES

Sexual abuse victims have had their boundaries broken, shattered, ignored, violated, or simply not respected. A boundary is an imaginary wall or line that keeps us feeling safe, comfortable, and protected. Persons with sexual behavior problems often don't understand or respect the boundaries of other people. They are so *preoccupied* with their own urges and desires, that they don't care about the feelings or belongings of other people. In treatment, it is very important that you learn to understand and respect the boundaries of other people, as well as to protect and stand up for your own boundaries. You will use these skills for the rest of your life.

A boundary can be a lot of different things. A boundary can be anything you want to keep private, special or personal. A boundary can be a thing, a place, a thought or a feeling. Some examples of boundaries are your body, your personal feelings, your room, your notebook, your treatment homework, your diary, or your past experiences. Let's start with obvious boundaries. For most people, your belongings represent boundaries. Take a favorite thing like a CD player for example. It belongs to you and you probably don't want other people taking it. This is a boundary for you. Another example is your body. While you might not mind someone shaking your hand, you might not want someone coming up and touching your stomach or your bottom. That is your boundary. Another example might be your experience as a victim of sexual abuse. It would be a violation of *your boundaries* for someone else to tell about what happened to you. That is private.

You have violated someone else's boundaries. It is okay to talk about your experiences as a sex offender, but it is not okay to tell others about the identity of the person you abused without his or her permission. This shows the beginnings of respect for someone else's boundaries. This rule does not apply when you talk to your counselor or treatment group about your offending behavior. Not revealing the identities of the people you abused to your counselor is keeping a dangerous secret and may prevent them from being offered the help they need to heal.

**Assignment #4-E:** What are some physical boundaries that help you feel safe, respected, and secure? (For example, your body, your possessions, your room, your locker, your gym bag, etc.).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Assignment #4-F:** What are some emotional boundaries that you would like respected in your life? Include things you might feel sensitive or insecure about, like health concerns, sex life, weight, height, life experiences, etc. Think of some examples not on this list and be as detailed as you can:

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

As you go through *Pathways*, you will be asked to demonstrate that you can respect the boundaries of other people. This is one of the best ways you can show that treatment is helping you. On the other hand, one of the best ways to show that treatment is not helping you is to disrespect the boundaries of other people. To become a member of the sexual abuse prevention team, you must show that you are not *self-centered*, and that you respect other people. If you shoplift or steal things from other people, then you are violating boundaries and giving in to self-centered behavior. In that respect, when you steal or otherwise violate people's boundaries, you are doing something that is very much like committing a new sex offense.

**Assignment #4-G:** Now, list some ways that you have violated the boundaries of other people during the past year (include problem sexual behavior, unwanted touching, stealing, gossiping, disrespecting a person's feelings, verbal put-downs, trespassing, etc): Be very specific about what you have done.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



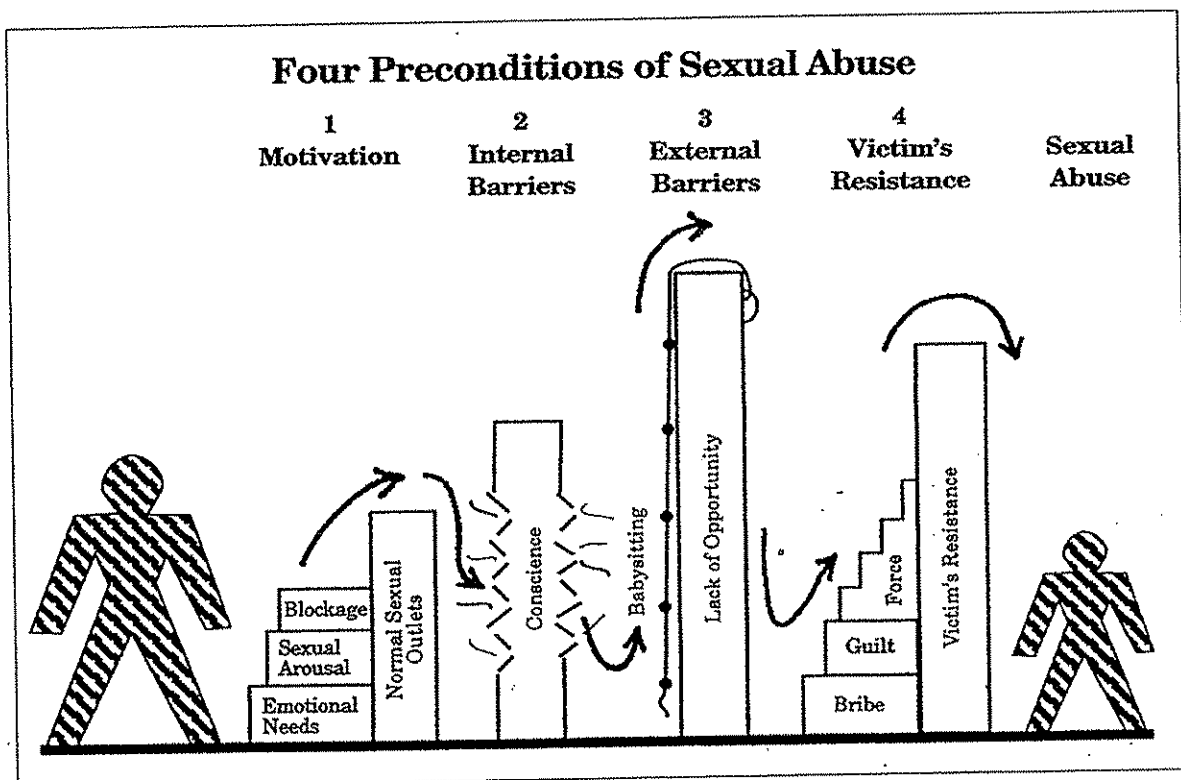
# CHAPTER FIVE

## WHY DID I DO IT?

### UNDERSTANDING HOW I COMMITTED MY SEXUAL OFFENSES

Sexual offenses do not just "happen." A series of events must occur before you commit a sexual offense. These events are called "preconditions" ("pre" means "before").<sup>1</sup> These conditions must exist *before* you commit a sexual offense. For each precondition to exist, you had to have broken through or gotten over some barrier or wall that ordinarily prevents people from committing sexual offenses. *Pathways* is about learning how to stop going over or through the walls and barriers. In this chapter you will learn about your *preconditions* for abuse and how to build up the barriers to prevent yourself from offending again.

Look at the chart below. Imagine yourself as the person on the left, who could only offend against the person on the right by climbing over or breaking through the barriers that separate you. If you could not get over the walls, you would not reach the victim. The next section explains the four preconditions: (1) motivation, (2) internal barriers, (3) external barriers, and (4) the victim's resistance.



<sup>1</sup>This theory is called "Four Preconditions: A Model." See Finkelhor, D. (1984) *Child Sexual Abuse: New Theory & Research* (pp. 53-68). New York: Free Press.

1. **Motivation.** The first precondition was that you *wanted* to molest the child or rape the other person if you were going to go to all the trouble of climbing the walls between you. *Motivation*, in this case, means what makes you *want* to offend. With most sexual offenders, the motivation is your sexual urge, fantasy, or thought. But not every thought leads to an offense—you had to overcome other barriers that also stand in the way of your offending.

You may have developed the motivation to offend sexually in any of several different ways: because of your *emotional needs*, by your experiences of *sexual arousal*, or by the *blockage* of your normal sexual expression.

*Emotional needs.* You may have a need for power and control, or simply relate better socially with children. You may be emotionally “young” or lonely and don’t feel comfortable with peers, people your own age. Maybe you feel insecure about yourself or are afraid of rejection. You might feel angry and take that anger out on others. Any of these factors could contribute to your developing the motivation to offend sexually.

*Sexual arousal.* You might have developed a motivation to offend because you experience sexual urges toward children. One way that might have happened is if you were molested as a young child, told no one, and the person who molested you was never caught. An experience like that might have taught you that sex with children is safe. Or you might have tried to stop feeling powerless and helpless about having been molested by putting yourself in the role of the abuser. Or you may have had an early sexual experience that was arousing and exciting, and you want to recreate that experience of satisfaction and reward by having sexual contact with children. It is also possible that pornography played a role in forming your early sexual interest.

*Blockage.* Blockage happened when you had normal sexual urges, but something stood in the way of your being able to express them normally. For instance, if you were brought up to believe that masturbating is immoral or wrong, the only way to meet your sexual needs would be with a partner. You might be too shy or insecure to risk getting involved with a person the same age as you. It may feel emotionally much safer to have a relationship with a child who is easy to impress. Maybe you don’t have good social skills, you feel awkward in relationships with peers, or you were never taught good personal hygiene; any of these things could have played a part in blocking you from expressing your sexual feelings normally with peers.

2. **Internal Barriers.** Once you had the motivation, you convinced yourself that you *should* commit the offense. You had to do three things: get past your fear of getting caught, decide that the victim’s feelings don’t matter, and ignore the fact that you know it is wrong. In other words, your desire to offend was stronger than your conscience telling you that you shouldn’t do it. These *internal barriers* are fairly strong in other teenagers; in sexual offenders they are usually very weak.

All people talk to themselves inside their own minds, making comments and observations about the world around them, how they feel, and what they think. Certain kinds of mistaken self-talk break down your *internal barriers* against offending. You may have told yourself that you were so smooth, so cool, and so smart that you’d never get caught. You might have told yourself that you were so angry, you had a right to take out your anger on anybody who was available by forcing them to have sex. If you were under stress (when everything seemed to be going wrong) or depressed, you might have told yourself that it didn’t matter what you did, or you didn’t care what happened. You might not have understood how harmful sexual abuse is to those who are victimized. If you grew up in a family with other sexual offenders and victims, you may not have learned what normal sexual boundaries are in a healthy family. These are all examples of ways you probably broke down your internal barriers against offending.

3. **External Barriers.** The third precondition came into play after you *wanted* to offend and *decided* you were going to do it. Then you had to find a *way* to do it. You had to get the victim alone and make sure no one was watching for a long enough time for you to commit your offense. *External barriers* are very important—you can have the urge and decide to do it, but you can't offend unless you find access to the victim. Building up external barriers is a big part of the treatment process in *Pathways*, and one over which you have a lot of control.

You had choices to make in order to get access to the person you abused. You volunteered or somebody asked you to babysit, and you said yes. You went to the playground where the little kids play. You told your mom you'd look after your sister while she went shopping. Your kid brother asked to go on the hike with you, and you said yes. You agreed because you knew it would give you the time and the opportunity to make sexual contact with the person you abused. A majority of teenage sex offenders commit their sexual offenses while babysitting, when they have their victims alone and they are in charge. By making the choice not to babysit, you can shut off one of your easiest opportunities and strongest temptations to offend.

For sex offenders like you, it's a lot harder to reoffend when you stay away from possible victims. This is one of the simplest parts of treatment, but many offenders resist this step. It's almost as if they want to "prove" they're "cured" by subjecting themselves to the temptation to offend. But if you want to maintain yourself as a member of the sexual offender safety and prevention team, you have to choose to walk away from temptation.

It's a little like kicking an addiction. If you quit smoking but still hung around the cigarette machine, you'd wind up smoking again. But if you kept right on walking and stayed out of smoking rooms, it would help you stick to your program. Or a driver who is about to lose his/her license for speeding might decide to take the bus to avoid giving himself/herself the opportunity to speed. Recovering alcoholics avoid bars for the same reason.

Building up your external barriers is part of "relapse prevention." It takes planning and thinking ahead to change your life so that you will have fewer opportunities to reoffend. In Chapter Nine you will learn more about planning how to prevent yourself from reoffending.

4. **Victim's Resistance.** Finally, once you got past the external barriers, you had to overcome the victim's resistance. You might have given the victim candy, threatened the victim, made him or her feel sorry for you, or forced the victim to do what you wanted. Many teenage sex offenders pick very young, very quiet, or very shy children as victims because it is so easy to overcome their resistance and they are less likely to tell. About 40 percent of the victims of teenage offenders are 4 years old or younger. There is no way a 3- or 4-year-old can make his/her resistance to being abused count against the knowledge and power of a teenager.

The Four Preconditions chart is the blueprint for how you commit your sexual offenses. It is also a blueprint for your treatment, since you can learn to build up any of the four walls or barriers to prevent further offenses. In *Pathways*, one of the goals of treatment is to help you build up all four barriers, with the hope that at least one will become high enough to prevent you from committing a reoffense.

Now it is time for you to look at your own offending history. The following assignment is designed to help you figure out for yourself how you got past each of the four walls.



**Assignment #5: How I Set Up My Four Preconditions for Sexual Abuse.** In each of the next four assignments, you will give examples of how you set up each of the four preconditions for sexual abuse in order to commit your offenses. Use your victim's first name and be as specific as possible.

**Assignment #5A: Motivation to Sexually Abuse.** Describe what you think gave you the idea and the interest in having sexual contact with the person(s) you abused. Describe to what extent your motivation to sexually offend continues to be a problem for you.

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**Assignment #5B: Internal Barriers.** After you realized you were interested in having sexual contact with the person(s) you abused, how did you convince yourself to do it? Describe your self-talk. What did you say to yourself that made it seem all right to offend?

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**Assignment #5-C: External Barriers.** Once you convinced yourself it was all right to have sex with the person(s) you abused, how did it become a possibility? Describe how you went about finding the right time and place for it to happen. List all the external barriers (what could have stopped you) which were absent during your offenses.

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Now you are on your way toward understanding how you commit your offenses. In the next two chapters you'll learn more about how you commit your offenses, which will help you learn how to stop. You will also put together a plan to build up all four barriers to reoffending.

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**Sexual Deviance**

## Offense Description Worksheet

(Hand Out 1)

You have been committed to the Department of Corrections for a variety of reasons. For some of you, you were on probation/parole for an offense (or several offenses) and committed another crime to violate your probation/parole. For others, your "committing offense" led you straight here. Others may have a different story.

In this assignment you will write about your committing offense, or the series of events that led to you coming to the DOC.

Be sure to discuss, in detail, your offense. You should make sure to answer all of the following when writing your offense description:

Who all was involved?

Where did this take place?

What EXACTLY happened? (do not just state the name of your charge)

- Before
- During
- After

When was this (date, time of day)?

How did it happen?

Do not just answer the above questions, but discuss in detail what happened. Include what was said, what happened before, during, and after, how you were caught, etc.

Your offense description should include all committing offenses. It could also include what led to your probation/parole violation (if your committing offense is not what violated your probation/parole).

If you are participating in the ASO program, please describe this offense as well as any other offenses that may have led to your commitment to the DOC.

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**B. DENIAL/CHOICE THEORY NEEDS**

This section will address the individual's approach to the offense and their responsibility and accountability for their actions.

**PROGRAM MATERIALS**

1. Individuals will complete Denial Assignment (Hand Out 2)
2. Individuals will complete Choice Theory/Needs Assignment (Hand Out 3)

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**Sexual Deviance**

**DENIAL ASSIGNMENT**  
(Hand Out 2)

Denial is the way we justify the wrong things that we do. It could be when someone tries to be tough when they're scared. Sometimes, it might be saying that drinking alcohol does not affect your life. Most of the time, denial means denying the facts of what you did or your feelings about what you did. Denial hurts you by not helping you see reality and fix the problem. Treatment helps you get over denial so that you can change. We also call denial "distortions," "thinking errors," or "risky self talk."

Briefly describe one of the more serious crimes that you have committed below. If you are in the sex offender program, then discuss either your committing offense or the sex offense you did to get placed into the sex offender program.

The first step in looking at denials is how you felt that made it all right. Some guys feel that a woman disrespected them, and so he hits her. Others may have felt lonely or rejected and that made it all right to commit an offense. You may have felt that the world was treating you badly and you had nowhere to turn. Everyone has something that they thought about themselves that made it all right. You may have heard this referred to as the "victim stance." Stop, relax, and think. Remember how you felt at the time of the offense.

First, write down how you felt the day before the offense and why you felt that way.

Next, write down how you felt that day and why.

Then write down how you felt just before the offense and why.

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Now write down how you felt during the offense. How did it feel to be doing the crime?

Now, think about how you felt after you committed your offense. What are some of the feelings you had then?

Go back and re-read some of the things you were feeling before, during, and after your offense. Think back to some of the things you may have been thinking to talk yourself into doing the crime. Make a list of some of the thoughts you had that made it ok to do the crime.

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## CHOICE THEORY NEEDS

(Hand Out 3)

We are born with the capacity to feel emotions. Throughout life we struggle to feel as good as we can as often as we can and to avoid feeling bad. The basic motivator for all of the behavior we choose throughout life is to feel good. In order to feel good, we must meet our needs. Unfortunately, we don't always make good choices. Sometimes we choose a behavior that can make us feel good in the short run, but bad in the long run.

People have 5 basic needs, 1 physical and 4 emotional. We have these needs from the day we are born. Some people feel some of these needs stronger than others, but we all have them. These 5 needs are:

1. **Survival.** Our most basic need is the desire to survive. This is why we eat when we are hungry, try to get warm when we are cold, and fight back when we are afraid of something. Quite often when we feel our Survival need threatened we get angry. This anger helps motivate us to do whatever it takes to survive.
2. **Love and belonging.** We are born with the desire for people to like us, and to want to have people around us. This doesn't mean that we want everybody to like us. We just want the people important to us (family, friends, etc.) to like us and to want us around. One way to figure out how strongly you feel the need for love and belonging is how much you are willing to give up, rather than take, compared to the people you care about. (Please note that a desire for sex does not necessarily mean a desire for Love & Belonging). We do things to get people to like us or look "cool." Sometimes we try to act tougher than we are or do things so people don't make fun of us. We want to belong and feel loved.
3. **Power.** Animals become aggressive when they want to meet their survival needs. They will fight for food, if they feel threatened, or to protect or provide for their young. Once that need is met they back off.

People are unusual in that we don't back off just because our survival needs are met. We want the pleasure of getting more, more than we really need to survive, even though it might mean that someone else will have less. We will even go to the point of making ourselves feel good by making others look bad, weak, or taking what they have earned from them. We seem to have a desire to dominate or be the boss of other people. Some people have such a strong need for Power that they actually enjoy hurting, cheating, swindling, and stealing from another person.

To assess the strength of your need for power, ask yourself if you always want to have your own way, to have the last word, to own people, and to be seen as right in most of what you do or say. If so, you have a strong need for Power.



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4. **Freedom.** Freedom is the ability to do what we want to do, when we want to do it. In some ways it's a different form of **Power.** We want to be able to make the rules that apply to us, and don't want others applying their rules to us. Freedom becomes a big issue for us when we feel threatened by somebody trying to have **Power** over us.

If you can't stand the idea of following rules, doing what everybody else is doing, or even staying in one place or with one group of people very long, then you have a very high need for freedom. However to get along with people (meet your **Love & Belonging**) needs, you can't have total **Freedom.** You have to take their needs into account too. The best way for a society to give as much freedom to as many people as possible is to live by the "do unto others as you would have them do unto you" principle.

5. **Fun.** For our purposes "fun" means learning. It includes the kind of learning you do at school, but also includes the learning you get out of life in general. Learning helps you meet your **Survival** need, because it gives you an advantage in dealing with the problems of life. If you enjoy learning new things, and laugh a lot when you do, you have a high need for fun. Fun makes us happy and makes us laugh. But sometimes when we do something we think is fun, we are actually meeting our other needs. For example, if we steal a car "for fun", we are also trying to meet our Freedom need, and possibly our power need. We could be trying to meet our Love/Belonging need because it makes us look "cool" to our friends by having a nice car.

A lot of the problems people have in life are because they buy into **External Control Psychology.** External Control Psychology has three beliefs:

1. **First Belief.** We are externally motivated. People and things outside of us make us do things. For example, it says that the ringing of a phone makes us answer it. We have no choice but to answer the phone.

It is easy to see that this is wrong. Almost everyone has ignored a ringing phone, hasn't answered a doorbell, or ignored someone knocking on the door. We do things because we choose to - perhaps we are feeling curious about who is on the phone.

2. **Second Belief.** Believing that you can make other people do what you want them to do, even if they don't want to do it. In an armed robbery the robber doesn't make the person hand over their money. The person chooses to hand over their money because of their **Survival** need.

Another example of this is believing that other people can control how you think, act, and feel. If you can't control other people, then how can they control you?

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3. **Third Belief.** It is your right, it is even your moral obligation, to ridicule, threaten, or punish those who don't do what you tell them to do, or to reward them to get them to do what you want. Basically you are trying to exercise your need for Power over them.

If you try to control someone, you cramp their need for Freedom or their desire for Power in their lives. Their Survival need might cause them to go along with you, but only until you turn your back.

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**Assignment**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1. Write 3 short reports (each 250 words long). Each of these reports will tell about a time you chose to do something illegal. Give lots of detail about what you were thinking and feeling at the time. Be sure and include the **ABC's of Behavior**. You will be reading and discussing at least 2 of these stories during group. The **ABC's of Behavior** are:

A. What **triggered** the behavior?

B. What **did you do**?

C. What were the **consequences** to you and to others (loved ones and strangers)?

For each incident answer the following questions. Use the Choice Theory Needs Assignment to help you figure out the answers. Write your answers in the lines below.

A. Story #1:

Which of the 5 Needs were you trying to meet by doing this illegal thing? \_\_\_\_\_

Please  
explain. \_\_\_\_\_

What **LEGAL** thing could you have done that would have met this same  
need? \_\_\_\_\_

Which of the 3 beliefs of External Control Psychology was operating  
here? \_\_\_\_\_

Please  
explain. \_\_\_\_\_

B. Story #2:

Which of the 5 Needs were you trying to meet by doing this illegal  
thing? \_\_\_\_\_

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Please  
explain. \_\_\_\_\_

\_\_\_\_\_

What LEGAL thing could you have done that would have met this same  
need? \_\_\_\_\_

\_\_\_\_\_

Which of the 3 beliefs of External Control Psychology was operating  
here? \_\_\_\_\_

Please  
explain. \_\_\_\_\_

\_\_\_\_\_

**C. Story #3:**

Which of the 5 Needs were you trying to meet by doing this illegal  
thing? \_\_\_\_\_

Please  
explain. \_\_\_\_\_

\_\_\_\_\_

What LEGAL thing could you have done that would have met this same  
need? \_\_\_\_\_

\_\_\_\_\_

Which of the 3 beliefs of External Control Psychology was operating  
here? \_\_\_\_\_

Please  
explain. \_\_\_\_\_

\_\_\_\_\_

*Section I*  
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**C. Coercion**

This section of the program will address grooming behaviors, maintenance behaviors, manipulation, and the Indiana Guidelines for Consent.

**PROGRAM MATERIALS**

1. Individuals will complete Consent Coercion Worksheet (Hand Out 4)
2. Individuals will complete Date Rape Quiz (Hand Out 5)
3. Law and Order "Consent and Coercion" – video and handout (Hand Out 6)
4. Indiana Sex Offense Definitions and Review (Hand Out 7)

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**Consent/Coercion Worksheet**  
(hand out 4)

Consent – ALL of the below have to be true for consent to be given

1. A person agrees with the action
2. The person must understand the proposed action
3. Know society's standards for this action
4. Be aware of the consequences (physical, emotional, social, and legal) and alternatives
5. Be assured that a decision to disagree with be respected as much as a decision to agree
6. Voluntarily agree
6. Be mentally competent (including cognitively and not under the influence of drugs or alcohol)

Coercion – using tricks, bribes, force, threats, or intimidation to get someone to go along with what you want to do. Coercion is the tool you use to get victims to comply or cooperate. When you have coercion, then you also have either compliance OR cooperation

Compliance – when victims simply go along without actively resisting even though they may think it is wrong and don't want to participate  
OR

Cooperation – When a victim participates regardless of whether he/she wants to or thinks it is right. Sometimes they may choose to participate or initiate.

1. List 5 examples of times that you have coerced someone into doing something. Be specific; don't just say "I tricked them." A good example would be something like, "I told this girl that if she didn't have sex with me then I would tell everyone she was a tease." Then for each of the examples, circle whether the victim complied or cooperated based on the definitions above.

- a. \_\_\_\_\_  
          compliance    cooperation
- b. \_\_\_\_\_  
          compliance    cooperation
- c. \_\_\_\_\_  
          compliance    cooperation
- d. \_\_\_\_\_  
          compliance    cooperation
- e. \_\_\_\_\_  
          compliance    cooperation

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2. For each of the instances of coercion above, list at least 5 consequences (physical, emotional, social, psychological, legal) that the person experienced. You can also include how the person might have felt.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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3. Tell about a time someone coerced you into doing something you didn't want to do. Then tell how you felt when the person was coercing you and then after you did it.

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4. For each of the questions below, circle whether the person gave consent or was coerced. If the answer is coercion, decide whether the victim complied or cooperated.

- a. Jacob (age 15) and his friends were at school hanging out in the hallway. Jacob's friend Darren (age 16) dared him to pinch Amy's butt (age 16) as she was standing at her locker. Jacob said, "No way, she'll kill me." Darren said, "No she won't, she's a ho anyways, look you can practically see her underwear, she's asking for it, why else would she be wearing that." Jacob said, "I don't know guys. Ok, wait until she turns around." After Amy turned around, Jacob pinched her butt and backed up quickly. Amy turned around and looked, but didn't say anything. She got her books and walked away.

Did Jacob give consent or was he coerced? \_\_\_\_\_  
Compliance    Cooperation

Did Amy give consent or was she coerced? \_\_\_\_\_  
Compliance    Cooperation

How do you think Amy felt about what happened to her? Why do you think this? \_\_\_\_\_  
\_\_\_\_\_

- b. Shane, age 18, was working at the local convenience store on a Friday night. He had been alone for about an hour when a guy walked in the store wearing a dark coat and a baseball cap pulled down over his eyes. The guy walked up to Shane, put a gun to his face, and told him to give him all of the money in the drawer. Shane did as he was told and the guy left.



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Did Shane give consent or was he coerced? \_\_\_\_\_  
Compliance Cooperation

- c. Jamal (age 16) and Nikki (age 16) had been dating for about 2 months. One evening they finished watching a movie and eating pizza and they start kissing and he began to fondle her breasts. Jamal proceeded to try and put his hands down Nikki's pants, but she said, "Don't Jamal, I don't want to." He said, "Come on Nikki, we've been dating for 2 months, you can't expect me to wait forever." She said, "I don't know if I'm ready to do anything else yet Jamal." He said, "Dang Nikki, you can just get me all turned on all the time and then tell me no." She said, "you're right, I'm sorry" and he proceeded to unzip her pants. She did not stop him after that.

Did Nikki give consent or was she coerced? \_\_\_\_\_  
Compliance Cooperation

- d. Travis (age 17) was at a party at his friend's house. Everyone at the party was drinking and some people were smoking pot. While at the party, Travis had his eye on Stacy (age 16), a girl he had seen at school but didn't really know. Travis started talking to Stacy. He brought her another beer and asked her if she had a boyfriend (she said she didn't). After about an hour, Travis and Stacy went upstairs and began to kiss and fondle each other. After a few minutes, they undressed each other and began to have oral sex and then intercourse.

Did Stacy give consent or was she coerced? \_\_\_\_\_  
Compliance Cooperation

- e. Jamal (age 16) and Nikki (age 16) had been dating for about 4 months. One evening they finished watching a movie and eating pizza and they start kissing and he began to fondle her breasts. Jamal wanted to move further, so he unzipped her pants. Nikki didn't say anything and she unzipped his pants. Before Jamal removed her pants, he asked her, "Do you want to go further this time?" She said, "yeah." He said, "you don't have to if you don't want to." She said, "I know, but I do, it's ok."

Did Nikki give consent or was she coerced? \_\_\_\_\_  
Compliance Cooperation

- f. Andrew (age 18) was making out with Sara (age 17), his girlfriend of 6 months. They had had sex many times before. They began to have intercourse and after about 2 minutes, Sara said, "stop Andrew I don't want to right now." Andrew said, "why?" Sara said, "I don't know, I just don't." Andrew said, "you can't just start having sex with me and then tell me to stop, just let me finish." He resumed having sex with her and Sara said, "but I don't want to, please stop." Andrew said, "Just give me a minute." Sara did not say anything after that. Andrew continued until he ejaculated.

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Did Sara give consent or was she coerced? \_\_\_\_\_  
Compliance Cooperation

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**Date Rape Quiz**  
(hand out 5)

Read each of the following statements and circle whether you believe the statement to be true or false. Please be honest with your answers.

- |   |   |  |
|---|---|--|
| T | F | 1. Sexual violence is a crime of passion.  |
| T | F | 2. Sexual violence in relationships is usually caused by a misunderstanding.   |
| T | F | 3. Alcohol causes date rape.   |
| T | F | 4. When a person says "no", they might mean "yes." People enjoy being forced to have sex.                                  |
| T | F | 5. If a person does not fight back, yell or cry, they have consented to a sexual act.                                      |
| T | F | 6. A person who has previously agreed to have sex with a partner cannot be raped by that partner.                          |
| T | F | 7. Most sexual assaults happen in broad daylight.  |
| T | F | 8. Most sexual assaults take place in dark, remote areas such as alleys, parks and parking lots.                           |
| T | F | 9. Only young beautiful people are sexually assaulted.   |
| T | F | 10. A person cannot be sexually assaulted by their partners or steadies.   |
| T | F | 11. The incidence of sexual violence would decrease if people took more responsibility for their own safety.               |
| T | F | 12. People provoke sexual violence by their dress or behaviour. They are asking for it.                                    |
| T | F | 13. Many people who are sexually assaulted blame themselves.   |
| T | F | 14. Many people who were sexually assaulted do not tell anyone about it.   |
| T | F | 15. Girls are frequently the victims of date rape.   |
| T | F | 16. People who sexually assault are deprived of normal sexual relations.   |
| T | F | 17. The accused does not have to take the stand during a criminal trial when charged with sexual assault.                  |
| T | F | 18. Most people who sexually assault are from lower income.  |
| T | F | 19. Sexual assaults are usually committed by strangers.  |
| T | F | 20. Perpetrators who sexually assault rarely repeat their crime.   |
| T | F | 21. Men are the victims of sexual assault as often as women and children.  |
| T | F | 22. If a person has received a gift or dinner on a date, they have agreed to have sex.                                     |
| T | F | 23. If there is no weapon or actual physical violence, the police cannot lay charges of sexual assault against the person. |
| T | F | 24. False accusations of sexual assault occur frequently.  |
| T | F | 25. A person should not seek medical attention after a sexual assault unless they are injured or wish to press charges.    |

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|----------|----------|--|
| <b>T</b> | <b>F</b> | <b>26. Sexual assault survivors frequently report physical reactions such as nausea, sleep problems and eating problems.</b> |
| <b>T</b> | <b>F</b> | <b>27. Immediately after a sexual assault, some people are very calm and composed.</b>                                       |
| <b>T</b> | <b>F</b> | <b>28. Survivors do lie about sexual assault.</b>  |
| <b>T</b> | <b>F</b> | <b>29. Short skirts are a factor in sexual assault.</b>  |
| <b>T</b> | <b>F</b> | <b>30. Putting someone down and name calling is not a real problem and it is funny.</b>                                      |
| <b>T</b> | <b>F</b> | <b>31. If people do not speak up about name calling, it does not bother them.</b>  |
| <b>T</b> | <b>F</b> | <b>32. If someone puts you down, it is usually by someone you don't know.</b>  |
| <b>T</b> | <b>F</b> | <b>33. It is okay to put down girls sometimes.</b>   |
| <b>T</b> | <b>F</b> | <b>34. It is okay to put down boys sometimes.</b>  |
| <b>T</b> | <b>F</b> | <b>35. Guys who hit girls are sick.</b>  |

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**Law and Order "Consent"**  
(hand out 6)

1. How did the 3 boys treat the girls that they had sex with? What things did they do to hurt them emotionally?
2. What things did the boys do to trick Valerie into having sex (at least 2 things)?
3. Do you think that Valerie is mentally disabled? Why do you think this?
4. Do you think the boys thought that Valerie was disabled? Why?
5. Do you think Valerie was able to give consent? Why or why not? (Use the definition of consent to help you).
6. How do you feel about what the boys did?
7. In your opinion, did the boys commit a crime? Why?
8. Do you think the judge was acting fairly? Why?
9. Why do you think the boys picked Valerie to have sex with?
10. Describe a time where you used coercion to get someone to comply or cooperate sexually. What ways did you coerce the person (including lies, tricks, etc.)?

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**Indiana Sex Offense Definitions and Review**  
**(hand out 7)**

**IC 35-42-4-1**

**Rape**

35-42-4-1 Sec. 1. (a) Except as provided in subsection (b), a person who knowingly or intentionally has sexual intercourse with a member of the opposite sex when:

- (1) the other person is compelled by force or imminent threat of force;
- (2) the other person is unaware that the sexual intercourse is occurring; or
- (3) the other person is so mentally disabled or deficient that consent to sexual intercourse cannot be given;

commits rape, a Class B felony.

(b) An offense described in subsection (a) is a Class A felony if:

- (1) it is committed by using or threatening the use of deadly force;
- (2) it is committed while armed with a deadly weapon;
- (3) it results in serious bodily injury to a person other than a defendant; or
- (4) the commission of the offense is facilitated by furnishing the victim, without the victim's knowledge, with a drug (as defined in IC 16-42-19-2(1)) or a controlled substance (as defined in IC 35-48-1-9) or knowing that the victim was furnished with the drug or controlled substance without the victim's knowledge.

**IC 35-42-4-2**

**Criminal deviate conduct**

35-42-4-2 Sec. 2. (a) A person who knowingly or intentionally causes another person to perform or submit to deviate sexual conduct when:

- (1) the other person is compelled by force or imminent threat of force;
- (2) the other person is unaware that the conduct is occurring; or
- (3) the other person is so mentally disabled or deficient that consent to the conduct cannot be given;

commits criminal deviate conduct, a Class B felony.

(b) An offense described in subsection (a) is a Class A felony if:

- (1) it is committed by using or threatening the use of deadly force;
- (2) it is committed while armed with a deadly weapon;
- (3) it results in serious bodily injury to any person other than a defendant; or
- (4) the commission of the offense is facilitated by furnishing the victim, without the victim's knowledge, with a drug (as defined in IC 16-42-19-2(1)) or a controlled substance (as defined in

IC 35-48-1-9) or knowing that the victim was furnished with the drug or controlled substance without the victim's knowledge.

**IC 35-42-4-3**

**Child molesting**

35-42-4-3 Sec. 3. (a) A person who, with a child under fourteen (14) years of age, performs or submits to sexual intercourse or deviate sexual conduct commits child molesting, a Class B felony. However, the offense is a Class A felony if:

- (1) it is committed by a person at least twenty-one (21) years of age;
- (2) it is committed by using or threatening the use of deadly force or while armed with a deadly weapon;

(3) it results in serious bodily injury; or

(4) the commission of the offense is facilitated by furnishing the victim, without the victim's knowledge, with a drug (as defined in IC 16-42-19-2(1)) or a controlled substance (as defined in IC 35-48-1-9) or knowing that the victim was furnished with the drug or controlled substance without the victim's knowledge.

## *Section I* **Sexual Deviance**

(b) A person who, with a child under fourteen (14) years of age, performs or submits to any fondling or touching, of either the child or the older person, with intent to arouse or to satisfy the sexual desires of either the child or the older person, commits child molesting, a Class C felony. However, the offense is a Class A felony if:

- (1) it is committed by using or threatening the use of deadly force;
- (2) it is committed while armed with a deadly weapon; or
- (3) the commission of the offense is facilitated by furnishing the victim, without the victim's knowledge, with a drug (as defined in IC 16-42-19-2(1)) or a controlled substance (as defined in IC 35-48-1-9) or knowing that the victim was furnished with the drug or controlled substance without the victim's knowledge.

(c) It is a defense that the accused person reasonably believed that the child was sixteen (16) years of age or older at the time of the conduct.

### **IC 35-42-4-4**

#### **Child exploitation; possession of child pornography; violation classification; exemption; definitions**

35-42-4-4 Sec. 4. (a) As used in this section:

"Disseminate" means to transfer possession for free or for a consideration.

"Matter" has the same meaning as in IC 35-49-1-3.

"Performance" has the same meaning as in IC 35-49-1-7.

"Sexual conduct" means sexual intercourse, deviate sexual conduct, exhibition of the uncovered genitals intended to satisfy or arouse the sexual desires of any person, sado-masochistic abuse, sexual intercourse or deviate sexual conduct with an animal, or any fondling or touching of a child by another person or of another person by a child intended to arouse or satisfy the sexual desires of either the child or the other person.

(b) A person who knowingly or intentionally:

(1) manages, produces, sponsors, presents, exhibits, photographs, films, videotapes, or creates a digitized image of any performance or incident that includes sexual conduct by a child under eighteen (18) years of age;

(2) disseminates, exhibits to another person, offers to disseminate or exhibit to another person, or sends or brings into Indiana for dissemination or exhibition matter that depicts or describes sexual conduct by a child under eighteen (18) years of age; or

(3) makes available to another person a computer, knowing that the computer's fixed drive or peripheral device contains matter that depicts or describes sexual conduct by a child less than eighteen (18) years of age;

commits child exploitation, a Class C felony.

(c) A person who knowingly or intentionally possesses:

- (1) a picture;
- (2) a drawing;
- (3) a photograph;
- (4) a negative image;
- (5) undeveloped film;
- (6) a motion picture;
- (7) a videotape;
- (8) a digitized image; or
- (9) any pictorial representation;

that depicts or describes sexual conduct by a child who is less than sixteen (16) years of age or appears to be less than sixteen (16) years of age, and that lacks serious literary, artistic, political, or scientific value commits possession of child pornography, a Class D felony.

(d) Subsections (b) and (c) do not apply to a bona fide school, museum, or public library that qualifies for certain property tax exemptions under IC 6-1.1-10, or to an employee of such a school, museum, or public library acting within the scope of the employee's employment when the possession of the listed materials are for legitimate scientific or educational purposes.

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**IC 35-42-4-5**

**Vicarious sexual gratification; sexual conduct in presence of a minor**

35-42-4-5 Sec. 5. (a) A person eighteen (18) years of age or older who knowingly or intentionally directs, aids, induces, or causes a child under the age of sixteen (16) to touch or fondle himself or another child under the age of sixteen (16) with intent to arouse or satisfy the sexual desires of a child or the older person commits vicarious sexual gratification, a Class D felony. However, the offense is:

- (1) a Class C felony if a child involved in the offense is under the age of fourteen (14);
- (2) a Class B felony if:

(A) the offense is committed by using or threatening the use of deadly force or while armed with a deadly weapon; or

(B) the commission of the offense is facilitated by furnishing the victim, without the victim's knowledge, with a drug (as defined in IC 16-42-19-2(1)) or a controlled substance (as defined in IC 35-48-1-9) or knowing that the victim was furnished with the drug or controlled substance without the victim's knowledge; and

- (3) a Class A felony if it results in serious bodily injury.

(b) A person eighteen (18) years of age or older who knowingly or intentionally directs, aids, induces, or causes a child under the age of sixteen (16) to:

- (1) engage in sexual intercourse with another child under sixteen (16) years of age;
- (2) engage in sexual conduct with an animal other than a human being; or
- (3) engage in deviate sexual conduct with another person;

with intent to arouse or satisfy the sexual desires of a child or the older person commits vicarious sexual gratification, a Class C felony. However, the offense is a Class B felony if any child involved in the offense is less than fourteen (14) years of age, and it is a Class A felony if the offense is committed by using or threatening the use of deadly force, if it is committed while armed with a deadly weapon, if it results in serious bodily injury, or if the commission of the offense is facilitated by furnishing the victim, without the victim's knowledge, with a drug (as defined in IC 16-42-19-2(1)) or a controlled substance (as defined in IC 35-48-1-9) or knowing that the victim was furnished with the drug or controlled substance without the victim's knowledge.

(c) A person eighteen (18) years of age or older who knowingly or intentionally:

- (1) engages in sexual intercourse;
- (2) engages in deviate sexual conduct; or
- (3) touches or fondles the person's own body;

in the presence of a child less than fourteen (14) years of age with the intent to arouse or satisfy the sexual desires of the child or the older person commits performing sexual conduct in the presence of a minor, a Class D felony.

**IC 35-42-4-6**

**Child solicitation**

35-42-4-6 Sec. 6. (a) As used in this section, "solicit" means to command, authorize, urge, incite, request, or advise an individual:

- (1) in person;
- (2) by telephone;
- (3) in writing;
- (4) by using a computer network (as defined in IC 35-43-2-3(a));
- (5) by advertisement of any kind; or
- (6) by any other means;

to perform an act described in subsection (b) or (c).

(b) A person eighteen (18) years of age or older who knowingly or intentionally solicits a child under fourteen (14) years of age, or an individual the person believes to be a child under fourteen (14) years of age, to engage in:

- (1) sexual intercourse;
- (2) deviate sexual conduct; or



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(3) any fondling or touching intended to arouse or satisfy the sexual desires of either the child or the older person;  
commits child solicitation, a Class D felony. However, the offense is a Class C felony if it is committed by using a computer network (as defined in IC 35-43-2-3(a)).

(c) A person at least twenty-one (21) years of age who knowingly or intentionally solicits a child at least fourteen (14) years of age but less than sixteen (16) years of age, or an individual the person believes to be a child at least fourteen (14) years of age but less than sixteen (16) years of age, to engage in:

(1) sexual intercourse;

(2) deviate sexual conduct; or

(3) any fondling or touching intended to arouse or satisfy the sexual desires of either the child or the older person;  
commits child solicitation, a Class D felony. However, the offense is a Class C felony if it is committed by using a computer network (as defined in IC 35-43-2-3(a)).

(d) In a prosecution under this section, including a prosecution for attempted solicitation, the state is not required to prove that the person solicited the child to engage in an act described in subsection (b) or (c) at some immediate time.

#### **IC 35-42-4-7**

##### **Child seduction**

35-42-4-7 Sec. 7. (a) As used in this section, "adoptive parent" has the meaning set forth in IC 31-9-2-6.

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(b) As used in this section, "adoptive grandparent" means the parent of an adoptive parent.

(c) As used in this section, "child care worker" means a person who:

(1) provides care, supervision, or instruction to a child within the scope of the person's employment in a shelter care facility; or

(2) is employed by a:

(A) school corporation; or

(B) nonpublic school;

attended by a child who is the victim of a crime under this chapter.

(d) As used in this section, "custodian" means any person who resides with a child and is responsible for the child's welfare.

(e) As used in this section, "nonpublic school" has the meaning set forth in IC 20-18-2-12.

(f) As used in this section, "school corporation" has the meaning set forth in IC 20-18-2-16.

(g) As used in this section, "stepparent" means an individual who is married to a child's custodial or noncustodial parent and is not the child's adoptive parent.

(h) If a person who is:

(1) at least eighteen (18) years of age; and

(2) the:

(A) guardian, adoptive parent, adoptive grandparent, custodian, or stepparent of; or

(B) child care worker for;

a child at least sixteen (16) years of age but less than eighteen (18) years of age;  
engages with the child in sexual intercourse, deviate sexual conduct (as defined in IC 35-41-1-9), or any fondling or touching with the intent to arouse or satisfy the sexual desires of either the child or the adult, the person commits child seduction, a Class D felony.

#### **IC 35-42-4-8**

##### **Sexual battery**

35-42-4-8 Sec. 8. (a) A person who, with intent to arouse or satisfy the person's own sexual desires or the sexual desires of another person, touches another person when that person is:

(1) compelled to submit to the touching by force or the imminent threat of force; or

(2) so mentally disabled or deficient that consent to the touching cannot be given;

commits sexual battery, a Class D felony.

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(b) An offense described in subsection (a) is a Class C felony if:

- (1) it is committed by using or threatening the use of deadly force;
- (2) it is committed while armed with a deadly weapon; or
- (3) the commission of the offense is facilitated by furnishing the victim, without the victim's knowledge, with a drug (as defined in IC 16-42-19-2(1)) or a controlled substance (as defined in IC 35-48-1-9) or knowing that the victim was furnished with the drug or controlled substance without the victim's knowledge.

**IC 35-42-4-9**

**Sexual misconduct with a minor**

35-42-4-9 Sec. 9. (a) A person at least eighteen (18) years of age who, with a child at least fourteen (14) years of age but less than sixteen (16) years of age, performs or submits to sexual intercourse or deviate sexual conduct commits sexual misconduct with a minor, a Class C felony. However, the offense is:

- (1) a Class B felony if it is committed by a person at least twenty-one (21) years of age; and
- (2) a Class A felony if it is committed by using or threatening the use of deadly force, if it is committed while armed with a deadly weapon, if it results in serious bodily injury, or if the commission of the offense is facilitated by furnishing the victim, without the victim's knowledge, with a drug (as defined in IC 16-42-19-2(1)) or a controlled substance (as defined in IC 35-48-1-9) or knowing that the victim was furnished with the drug or controlled substance without the victim's knowledge.

(b) A person at least eighteen (18) years of age who, with a child at least fourteen (14) years of age but less than sixteen (16) years of age, performs or submits to any fondling or touching, of either the child or the older person, with intent to arouse or to satisfy the sexual desires of either the child or the older person, commits sexual misconduct with a minor, a Class D felony. However, the offense is:

- (1) a Class C felony if it is committed by a person at least twenty-one (21) years of age; and
- (2) a Class B felony if it is committed by using or threatening the use of deadly force, while armed with a deadly weapon, or if the commission of the offense is facilitated by furnishing the victim, without the victim's knowledge, with a drug (as defined in IC 16-42-19-2(1)) or a controlled substance (as defined in IC 35-48-1-9) or knowing that the victim was furnished with the drug or controlled substance without the victim's knowledge.

(c) It is a defense that the accused person reasonably believed that the child was at least sixteen (16) years of age at the time of the conduct. However, this subsection does not apply to an offense described in subsection (a)(2) or (b)(2).

(d) It is a defense that the child is or has ever been married. However, this subsection does not apply to an offense described in subsection (a)(2) or (b)(2).

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**D. Empathy**

This section of the program will focus on victim empathy through responsibility and accountability. Individuals will learn skills to develop an understanding for their victims as well as the impact of their actions on society.

**PROGRAM MATERIALS**

1. Individuals will complete chapters 8-11 of the Relapse Prevention Workbook
  - A. Chapter 8 "Victims"
  - B. Chapter 9 "Empathy"
  - C. Chapter 10 "Communication"
  - D. Chapter 11 "Sex, Love, and Friendship"